

Open Pathway Quality Initiative Report Institutional Template

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. **The report should be no more than 6,000 words.**

Submission Instructions

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at hlcommission.org/upload. Select “Pathways/Quality Initiatives” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution’s name (or an identifiable portion thereof) and state.

Date: May 21, 2024

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The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

May 28, 2024

Signature of Institution’s President or Chancellor

Date

Lori Stewart Gonzalez, President

Printed/Typed Name and Title

Ohio University

Name of Institution

Athens, Ohio

City and State

Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Ohio University formally adopted the OHIO Guarantee+ (OG+) in January 2020 as the next transformational step in the university's commitment to student success and financial transparency. The Ohio Graduation Plan (OGP) is part of the Ohio Guarantee+ strategy and aims to improve students' educational experiences and career preparation through a structured plan of curricular and co-curricular experiences with appropriate support. Implementation of the OGP for all undergraduate programs is the Quality Initiative (QI) undertaken to re-imagine the student experience by embedding evidence-based practices for student success. In August 2020, the OGP was piloted on the Athens campus with 28 academic programs. OGP was then expanded to an additional 107 Athens campus programs in August 2021 at which time the Center for Advising, Career, and Experiential Learning (ACE) was also created. The OGP was developed to operationalize our commitment that students who opt in would complete their degree on plan and on time, prepared for post-graduation success. Presently there are 215 programs in Athens and 60 programs on the regional campuses that offer the OGP.

The OGP combines the practices of the guided curricular pathways, professional advising, faculty mentorship toward post-graduation goals, early and continued career exploration and preparation, participation in experiential learning, consistent referral to relevant resources, and clarity about student progress. The formation of the ACE aligned expertise and resources from key student services areas to assure consistent, high-quality services and experiences for students regardless of academic program. The ACE leads key aspects of advising, career, and experiential learning across the university and also provides direct student services.

During the QI, the university continued to scale the implementation of the OGP to a broader range of programs and to observe the OGP framework and model of service over the student lifespan. As a result, necessary adjustments were identified and made to adapt the initiative to achieve the intended goals. Due to modifications in the elements of an OGP between 2021–2022 and 2023–2024, as well as the technological development required to support these changes, the OGP was not extended to the five OHIO regional campuses until August 2023. This decision was made in consultation with regional campus leadership and the university registrar to ensure adequate availability of resources for a successful regional campus implementation. Additionally, as the university prepared to extend the OGP to OHIO Online in August 2023, we decided to postpone implementation in order to assess the needs of our distinct online populations and adjust the OGP accordingly before implementation.

Significant progress was made in implementing the OGP during the QI. Although the ultimate impacts on retention, persistence, graduation, and post-graduation success cannot be fully assessed in the QI timeframe, specific accomplishments include:

- Implementation of OGP for all Athens and regional campus undergraduate programs
- OGP technology development
- Shift to professional advising with central leadership for Athens and regional campuses

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The purpose of the Quality Initiative (QI) was to embed evidence-based student success practices into the student experience. The OHIO Graduation Plan (OGP) specifically incorporates guided curricular pathways, professional advising, faculty mentorship toward post-graduation goals, early and continued career exploration and preparation, participation in experiential learning, consistent referral to relevant resources, and clarity about student progress.

Timeline

The QI initially outlined a 3-year implementation timeline for all undergraduate programs beginning with the pilot in Fall 2020. As the QI progressed, adjustments to the timeline were necessary. Implementation at the Athens campus was accomplished over the course of 3 years. The pilot included all programs in the College of Business and at least one program in all academic colleges except University College. A combination of direct admit programs, undecided student populations, and pre-major programs were represented in the pilot to understand the application of OGP in a range of program types. The OGP was then scaled for all undergraduate programs over the course of the next two years with 107 additional programs added in Fall 2021. In Fall 2022, all Athens undergraduate programs offered the OGP, which included a total of 215 bachelor, associate, and undecided/exploratory programs.

The OGP was implemented across all five Ohio University regional campuses in Fall 2023. This included the development of new templates as well as the adaptation of Athens campus program templates for programs also available at one or more regional campuses. A total of 60 regional programs offer an OGP, of which 40 are full associate or bachelor's degrees with an additional 20 non-degree plans for those exploring majors or beginning an Ohio University program that requires relocation to the Athens campus for completion.

OHIO Student Graduation Plans

One significant accomplishment has been reaching clarity and consistency in the core elements of student graduation plans. The student graduation plans (SGP) include three primary components: curriculum, milestones, and story builders. Milestones and story builders, which are described below, are used to create a required base template which is then integrated with the curricular pathway identified by faculty to create a customized template for each program. All program plans begin as a default four- or two-year template for bachelor's or associate programs, or a one-year template for exploring and undecided programs. Timeframes for completion can be adjusted as part of the academic planning process between a student and their success advisor. The student and success advisor individualize the plan to the student's goals and academic preparation.

Curriculum in the Student Graduation Plan

The curricular template developed by the academic department includes all coursework required for a student to complete their intended degree, including general education, college requirements, and major requirements. The template organizes elements such as course sequence, opportunities to maximize credits that meet multiple requirements, leeway to integrate electives, and key decision points for students. As a student individualizes their plan, success advisors include all pre-requisite courses and/or coursework for intended additional majors,

minors, or certificates while accounting for student placement levels for key courses and prior credit earned.

Milestones

Defined as essential co-curricular experiences or academic targets connected to student success which should be maintained or achieved to remain “on-plan,” milestones are categorized as academic or professional. Milestones are not achieved through curricular completion and help to reveal elements of the hidden curriculum that are important to student progress and post-graduation success. All graduation plans include a required 3-4 milestones each semester that are relevant to all students and may not be removed but can be replaced by a more stringent standard (i.e. “maintain 2.0 GPA” may be replaced by “maintain 2.5 GPA”). Additionally, academic colleges or departments can add customized milestones to SGP templates that are specific to their discipline or program.

Academic milestones are specific targets a student should maintain to progress towards goals such as minimum GPA, total credit earned, applications for advanced standing, and essential check-in appointments with advisors. Professional milestones integrate essential career exploration, readiness, and engagement outcomes not addressed in the curriculum and include activities such as career coaching, meeting with a faculty mentor or developing a resume/professional materials.

Story Builders

Story builders are important professional and experiential learning activities that support student development and preparation for post-graduation goals that are not included in a curricular pathway or professional milestones. They may be either civic or professionally oriented and are either exploratory or deeply engaging activities. Story builders are not a required element of the SGP but are placed in the plan through the planning process between a student and success advisor. They are self-directed and self-reported by the student, but appear in the SGP as Explore Campus, Explore Community, Explore Globe, Explore Industry, Experience Campus, Experience Community, Experience Globe, or Experience Industry. Student self-reflection is incorporated into the process by which students self-report story builders.

Prior to the QI, the University Curriculum Committee adopted six categories of experiential learning in the general education curriculum: community engagement, leadership, internship, creative activity, research, and study away. Developing a framework for integrating co-curricular experiential learning into the SGP was more difficult than academic and professional milestones given the significant variation in how experiential learning is integrated into program curricula. Integrating co-curricular experiential learning into the plan in a way that is reflective of the six categories, but not redundant to the curriculum required a more flexible approach. Recognizing that co-curricular experiential learning serves to both help students explore and make decisions as well as gain depth of knowledge, ACE experiential learning staff developed a framework that resonated with students and could integrate with the SGP. The Experiential Learning Student Advisory Board (ELSAB) serves as a means for students to provide input regarding experiential learning, for the ACE staff to receive feedback on ideas, and as a group of peer advocates for experiential learning. The ELSAB was instrumental in developing the concept of story builders as a student-friendly way to integrate experiential learning and has been active in our efforts to raise student awareness of and participation in story builders.

Another significant accomplishment during the QI is the development of the Experience OHIO database, which is a primary source for students to find opportunities that align with their interests and goals. The database allows students to search by the six categories of experiential learning and identify opportunities that are more deeply engaging rather than exploratory. Further, the database allows a student to search opportunities provided by numerous offices or departments

external to the ACE, which removes the barrier of first having to know which department or office might have the type of experience a student seeks.

Plan Development and Intervention

Students are given the opportunity to opt in to the OHIO Guarantee+, including the development of an SGP, beginning at new student orientation through the end of their first semester of enrollment. Once a student opts in, their assigned Success Advisor works with the student during their first semester to understand their goals and customize their SGP, which is then submitted to the student for their acknowledgement. Once the initial plan is developed, a student may view their plan, including all planned coursework, milestones, and story builders.

At the end of each semester, an automated plan review process is completed to determine if a student ended the semester on plan or off plan. Completion of curricular components and milestones is monitored and reported as part of the on/off plan process. The plan status is made visible to both the student and their advisor.

Once the plan review process is complete, advisors review each of their students and reach out for appropriate follow-up. Outreach is prioritized to address the most critical or time-sensitive concerns. Priority are students who end the semester off plan for curricular inconsistencies or unmet academic progress milestones followed by students whose next semester course registration may result in them becoming off plan. When a student has become off plan due to a milestone other than academic progress, advisors use their professional discretion to proactively reach out to students, move incomplete milestones to a future term, or leave a student in an off plan status until their next check-in, at which time the student and advisor will update or revise their plan. The revision of a student's SGP establishes a new pathway to completion and makes apparent any impacts to their graduation timeline. The SGP and consistent review processes allow greater clarity for success advisors to intervene and help a student get back on track.

OGP Technology Development

Realizing the maximum value of the OGP required a unique technological solution that would integrate all aspects of the SGP, be effectively used by advisors, identify students as off plan, and provide a simple student experience. During the QI, leadership in the ACE collaborated with colleagues in the Offices of the Registrar and Information Technology to develop the SGP functionality as a custom solution within our existing student information system.

The SGP application provides a semester-by-semester view of all coursework, milestones, and story builders. Additionally, the SGP is linked to the course registration system so that a student can populate the courses from their SGP to their registration cart to aid in registering according to plan.

From an advising perspective, the SGP has evolved significantly during the QI. Although the SGP is a tool for students, it was important that the technology support the advisor in building and monitoring the SGP with students. Utilizing Microsoft Teams, a specific channel was created for success advisors and ACE staff to both answer advisor questions related to the SGP technology or processes and offer suggestions for improvement or report problems with the technology. Feedback was provided by advisors and prioritized by the ACE and Registrar staff to address the most significant concerns or improvements. ACE and Registrar staff meet monthly to identify new priorities, discuss progress, and review potential solutions. The director of graduation plans and advising technology in the ACE serves as a primary point of contact to receive feedback from advisors and works with a small focus group of advisors to help determine the preferred solutions to problems or enhanced functionality to support continuous improvement. Some specific improvements we have made based on this feedback include the ability to search for a course or milestone within a student plan as well as enhanced matching logic that links a greater number of

completed courses with requirements that appear in a SGP, thus reducing the amount of manual linking performed by an advisor (i.e., a course that meets university general education requirements and college level requirements now links to both requirements).

Professional Advising with Central Leadership

Through the QI, Ohio University transformed our advising strategy with the goal of achieving consistency in the student experience regardless of academic program. We pair professional success advisors, who serve as a student's primary point of exploration and connection, with faculty mentors, who engage students in reflection about curricular and co-curricular experiences to support their post-graduation goals. This approach leverages a professional advisor to consistently connect students to resources, intervene when a student becomes off plan, and facilitate their integrated curricular and co-curricular plan. Throughout a student's undergraduate experience, the success advisor serves as a consistent checkpoint to keep a student on track, thus allowing faculty the time and expertise to engage with students to deepen their understanding of a discipline or profession and to help them clarify and prepare for their post-graduation goals.

Prior to the QI, the advising model relied on faculty advisors with variable levels of supplemental professional advising. Resources and best practices for advising from NACADA were utilized in determining an effective advising model to support the OGP. While NACADA does not endorse a specific or recommended caseload, information from a 2011 NACADA benchmarking survey identified 296 as the average caseload for a full-time advisor across the country. Ohio University adopted a 1:300 ratio as a standard based on both the national average and considering the key questions recommended by NACADA: student population and needs, strengths and limitations of a professional advising role, and any additional duties of the advisor. The success advisor position description was adopted across the institution to provide consistency in the expectations of professional advisors. Reaching consensus on a common success advisor role across all colleges was a significant accomplishment and remains critical to the success of the OGP.

Realizing our goals around professional advising also necessitates central leadership, although individual success advisors report to their academic colleges. The ACE's executive director for university advising provides leadership across the university to define professional competencies, develop consistent advising practices, and evaluate the system of advising. As part of this, the ACE coordinates hiring processes, provides initial training and ongoing professional development, facilitates advisor recognition, and fosters community and connection for advisors across colleges and campuses.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

Students are opting in, creating plans, and completing milestones

On the Athens campus, students have opted in at high rates and consistently participate in plan development (see table 1). The student graduation plan (SGP) is always visible to the student, and students are collectively completing thousands of milestones per semester and significant numbers are ending the semester on plan. The purpose of the QI was to embed evidence-based practices into the student experience, and many of those appear as milestones which aid in academic progress toward degree and post-graduation success. The QI has had a positive impact by bringing these milestones to the attention of students, providing students with clear immediate steps and benchmarks to understand their progress. During our initial year of regional

campus implementation, the student opt-in rates were significantly lower at 58.4%. During the summer 2024 we will analyze regional campus participant data to understand if there are any trends and plan to engage in discussions with regional campus student services directors and success advisors. This will enable us to determine if adjustments need to be made to the OGP to increase the value proposition for regional students, if we need to adjust messaging for regional students, or if there may be different approach to embed evidence-based practices for specific populations of regional campus students.

Table 1 Athens Campus participation

	21-22	22-23	23-24
Number of Students Opt-in	2619	4442	4528
Opt-in Rate	86.2%	92.9%	94.1%
First Term Plan Creation	90.0%	97.9%	91.2%
Student Acknowledgement	80.1%	61.8%	52.0%
On plan at end of 1st term	52.0%	65.6%	84.3%
Milestones Completed	14897	34227	25003*
			*partial

Advising

Through the QI, Ohio University made a significant commitment to professional advising to provide academic planning, early career exploration resource referral and connection, and intervention. As described in question 2, the university committed to a 1:300 advising load and has met that goal. There are currently 46 success advisors who have advising loads ranging from approximately 275-300. As part of the QI, we developed tools to monitor advisor caseload across all programs. This has enabled us to monitor resource allocation as we completed implementation of the OGP and as enrollments in individual programs fluctuate over time. The manner of calculating advisor capacity, source of enrollment data, and designated point in time to capture enrollment and caseload data for planning purposes are transparent with all colleges. This has also assisted in developing common practices around advisor assignments, including timeline for advisor assignments, and ensuring advisors are assigned correctly in the system (which enables a student to identify their advisor).

Maintaining our 1:300 ratio, combined with the functionality of the OGP, has helped us to increase the percent of students registered by the end of priority registration and to intervene with off-plan students to get them on track at the beginning of the following term. Student's adherence to their Degree Audit Report has increased from 32.2% for first year students in 2019-2020 to 37.8% in 2023-2024. For those with senior rank, this has increased from 65.9% to 69.7% over the same period.

We engaged with an external research firm to develop and administer our Advising Services Survey in spring 2023 and 2024. The 2023 results provided a baseline regarding student experiences of advising with success advisors and faculty mentors. One specific recommendation from the 2023 survey was to emphasize the importance of advisors engaging students in career planning, academic support services, and student support resources. As a result, our 2023–2024 advisor professional development focused on academic and personal support services to enhance advisors' ability to discuss these with students and facilitate connections. Overall, in 2024, most students who met with a faculty advisor (61%) or success advisor (56%) report being very or extremely satisfied. We continue to review the recent results of the 2024 survey to set goals for 2024-2025; however, career planning is again noted as an area in which students seek more engagement, so it will be a priority.

Students are engaging in career exploration and preparation

The OGP embeds career exploration and preparation through holistic advising conversations, referral to ACE drop-in support for basic assistance, and engagement with professional career coaches through small group programming, and workshops or information sessions to complete milestones. The ACE is concluding the first year of a centralized drop-in service; 377 of the visits were related to career assistance. Career Network staff have increased the number of students engaged through individual appointments and group engagements (see table 2).

Table 2 Career Engagement

	21-22	22-23	23-24
Workshop/Small Group Total Participation	2373	2156	3937
Unique Students (Group)	1352	1075	1671
Individual Coaching Total Participation	2271	3116	3573
Unique Students (Individual)	1415	1931	1830
Drop-in Service	n/a	n/a	377

In addition to utilizing professional career staff, we sought to embed career preparation throughout the student experience. An integral part of the success advisor position and expectations is to engage students in early career conversations as part of the academic planning process. Similarly, we expect faculty mentors to engage students in conversations about their post-graduation plans. Through our Advising Services Survey conducted in the spring of 2023 and 2024, students reported engagement in career conversations with both success advisors and faculty mentors. Career planning was reported as a topic of advising appointments by 30% of respondents in both years, and career exploration was a reported topic in 31% of responses in 2023 and 27% of responses in 2024. Gathering these data informs the extent to which our advising system and practices align with our goal of integrated career exploration and planning. While our aspiration remains for all students to engage in these conversations with faculty and success advisors, this data provided the basis for a goal to increase the affirmative responses to both questions to 50% in the Spring 2025 survey.

4. Explain any tools, data or other information that resulted from the work of the initiative.

Prior to the QI, assessment of advising was at the discretion of individual colleges and, where utilized, often only pertained to professional advisors. The introduction of a common assessment tool and timeline has yielded data to understand both student satisfaction with the mechanics of advising (i.e., ease of scheduling) as well as the extent to which they are able to engage in conversations relevant to their needs. This evaluation provides an understanding not only of professional advising, but also faculty mentors and is a useful tool to make necessary adjustments and improvements. Some findings are highlighted in Question 3.

Detailed above, the development of both the framework of the SGP and the technology which supports the implementation of the OGP were significant accomplishments of the QI.

The work accomplished during the QI has generated data that we can begin to analyze to understand more about the OGP and individual student success. We have achieved higher rates of students on plan each term with each cohort. We have also experienced increases in overall student retention (see table 3). The next step is to understand the extent to which keeping students on plan contributes to student retention and whether there are significant differences

between successfully ending a semester on plan or revising the plan to get back on track after becoming off track. Noted in Question 3, student adherence to their Degree Audit Report has increased post OGP implementation. This contributes to student academic progress, a significant factor in our most recent analysis of our retention increase utilizing our institutional retention model. We will complete more detailed analyses to understand the specific contributions of the OGP, advising interactions, and completion of milestones to inform improvements.

Table 3 On Plan Rate

	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24	Fall 25
Fall 21-22 Cohort	45.8%	48.4%	54.1%	59.2%	61.1%	63.5%	64.3%
Fall 22-23 Cohort	n/a	n/a	64.2%	64.6%	70.7%	71.9%	75.5%
Fall 23-24 Cohort	n/a	n/a	n/a	n/a	76.9%	82.3%	80.9%

Ohio University Retention Rates

(First-Time, Full-Time, Bachelor's Degree Seeking Students)

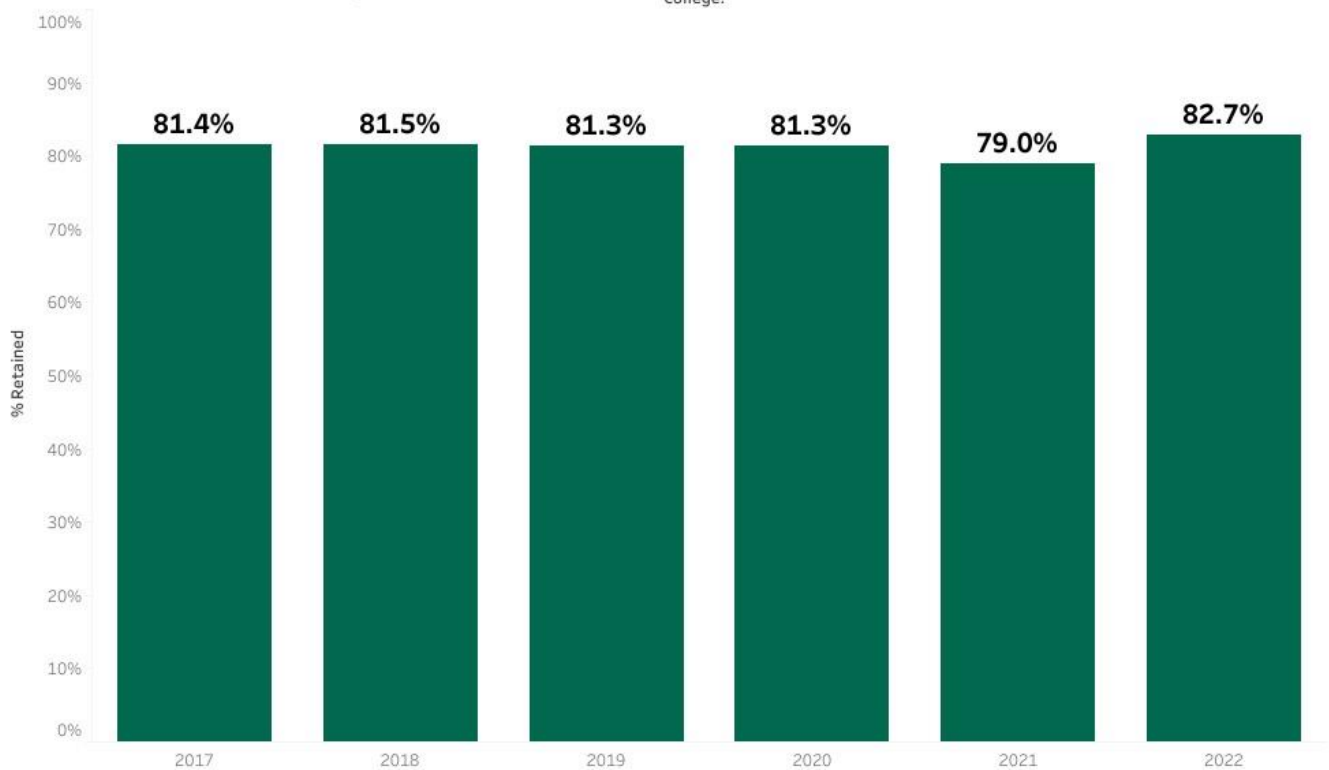
Use filter to select Campus and/ or College of Entry

Retention Rates are calculated using 2nd Fall Semester Census Data for Entry Cohort.

Retention measures students based on entry major and retained to the university as a whole and does not account for major changes.

Campus: Athens

College: All



OHIO
UNIVERSITY

INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Institutional Challenges

Groundwork for the OHIO Guarantee+ strategy and the OHIO Graduation Plan initiative began in 2019 with pilot implementation in fall 2020. Although we were able to move forward with a three-year implementation timeline, the onset of the pandemic created change management challenges. Specifically, the change to remote working and learning as well as continually evolving information around the pandemic and temporary changes to maintain safe and effective services and classroom instruction made it difficult to communicate clear and consistent information across the university to all faculty and staff stakeholders. Students with a disrupted first year experience often had a reduced awareness of services and resources. This created a particular challenge in maintaining clarity for continuing students about the availability of advising, career, and experiential learning support while communicating the concept of embedded support within the OGP to new students.

Concurrent with the implementation of the OGP, the faculty also finalized significant revisions to the general education curriculum. This transition required time and expertise from many of the same key stakeholders as the OGP, including the Office of the Registrar, advisors, and faculty/department chairs. This resulted in mixed perceptions among some faculty about whether changes were related to the revised curriculum or OGP implementation. Additionally, this increased the complexity of OGP development during a period of maintaining the new and former general education curriculum and as many colleges or programs were revising their programs in light of these changes.

During the QI, the university experienced significant fluctuations in enrollment of first-time, first year students over the first four years. The pilot implementation began in the first fall semester of the COVID pandemic with a smaller incoming cohort. The second year we experienced some recovery in new enrollments and by the third and fourth year we had significantly larger incoming cohorts than anticipated in the planning stages of this initiative. Our initial planned investments and the timeline to scale up advising and other personnel were based on significantly smaller first year student cohorts. This required a re-evaluation of resource needs and making planned investments earlier than anticipated to maintain ideal advising ratios and effectively support the development of an advising community.

ACE Leadership and Re-organization

The assistant vice provost for Guarantee+ Graduation Programs was created in August 2020 to implement the OGP initiative and lead the formation of the Center for Advising, Career, and Experiential Learning (ACE). Upon her departure in September 2022, the position became the vice provost for student success with an interim appointment. The revisioning of the position provided an opportunity to provide central leadership to retention and persistence efforts across the university beyond just advising or the OGP. Subsequently, we added positions to support employer engagement and retention, persistence, and graduation plan efforts. The Office for Global Opportunities was realigned to the ACE as part of the experiential learning function.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The Executive Vice President and Provost led initial planning conversations across campus with deans, faculty, enrollment management, communications and marketing, and legal affairs during the 2019 and 2020 academic years. Feedback and investment from these key stakeholders were essential in refining the initiatives as well as supporting their implementation. Leaders in enrollment management and marketing recognize the value proposition and clarity of messaging to prospective students as well as actual impacts on student success. Since the planning conversations, all but two college deans have transitioned. As part of the onboarding of new academic leaders, the OHIO Guarantee+ and OHIO Graduation Plan have been introduced and received widespread support.

Faculty in each academic department were essential partners in developing the framework and specific templates for academic programs in their disciplines. The level of involvement of faculty varied across the colleges with some identifying one or two primary faculty while others worked as a full group to develop and provide feedback on the OGP for their students. Faculty support of the initiative has also been varied with some expressing concerns initially around the OGP limiting students' ability or willingness to explore. As we have moved through implementation and students and faculty have come to understand the ways in which a plan can be revised and updated as a student refines their interest and goals there has been less concern. Faculty reactions to the transition to professional advisors and their role as mentor were initially mixed. Through the QI, many faculty who initially questioned the faculty mentor role have embraced the role as we began to discuss the importance of this role as part of the experience for all students. One unanticipated point of concern expressed by some faculty or departments was that the traditional "registration advising hold" was to be removed through a student meeting with the success advisor rather than the faculty meeting, thus removing an incentive for students to meet with faculty. Through discussion with departments, this was addressed by including a milestone of "meet with faculty mentor" in the SGP at the departmentally preferred frequency, which could then be reinforced by the success advisor. Additionally, college student services offices actively worked to coordinate with faculty to leverage the success advisor role in connecting students to their mentors.

As previously noted, prior to the QI there was great variability in the resources dedicated to advising within the academic colleges as well as the role of professional advisors in a few colleges. The college deans and respective assistant deans for advising and student services were critical stakeholders in providing feedback about a consistent advisor role and expectations and how this would potentially impact the college. Assistant deans have been key partners in implementing the initiative, providing feedback, and adjusting their internal practices to ensure the success of the OGP. The perceptions of assistant deans, their advisors, and student services personnel have continued to improve as we have adjusted the OGP, technology utilized to support SGPs, reached full scale implementation, and began to adjust practices to support the new role of advising. College level staff initially attributed more value to the addition of professional advising but have begun to recognize the distinct value of the OGP during this academic year.

The registrar and key staff, as well as information technology colleagues, were core partners from the beginning of the initiative. Development of technology and integration of the OGP with other academic planning and advising tools were critical. The registrar and information technology teams worked to understand the vision and goal of the QI and develop recommendations regarding potential technological solutions. They understood the importance of the initiative and committed substantial time and resources to build customized technology within the student information system. They have remained dedicated partners throughout the QI.

Numerous staff from the Center for Advising, Career, and Experiential Learning were heavily involved in the development of the OGP framework, working with departments to create individual

program plans, leading professional advising, redesigning core student services, and helping others to understand the OGP. ACE staff, both directly and indirectly involved, acknowledge the importance of the QI and remain committed to the success of the OGP.

The Experiential Learning Student Advisory Board, as described in Question 2, was a key group with whom the Office for Experiential Learning worked to develop the story builder framework in a way that was meaningful for students.

7. Describe the most important points learned by those involved in the initiative.

During the first year of full implementation on the Athens campus, the advisors, student services offices, and registrar staff identified modifications to past practice. One such example was changing the date at which an advising hold was applied to as the culture of advising shifted from “advising week” to occurring throughout the semester and success advisors were creating shadow system to track advisee meetings in order to remove the “advisor meeting required” holds when they appeared later in the semester.

Similarly, we continue to align the intent of the OGP and our advising practices in the applied context of how and when students make decisions. Feedback from advisors was that frequently they met with a student to develop their initial plan, and the student indicated their intent to change majors. Since the OGP is specific to the major and individualized to the student, the development of an accurate plan requires a student to be in their intended program. This generated collaborative conversations among academic colleges and the Center for Advising, Career, and Experiential Learning regarding shared practices around referring students and processing changes of majors.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

Direct Human Resources

- As discussed in section 2, a significant accomplishment of the QI was a transition to a professional advising model which introduced a consistent advising role in all academic colleges and regional campuses. At the Athens campus there are currently 46 full-time Success Advisors.
- Central positions were created to lead the OGP including the vice provost for student success and five executive directors within the Center for Advising, Career, and Experiential Learning.
- In addition to ACE leadership, a total of 19 professional positions were repurposed or added to support curricular integration of experiential learning, student access to co-curricular experiential learning opportunities, graduation plan and advising implementation, as well as leadership and provision of services for career readiness, employer engagement.
- The ACE Drop-in service provides students across all academic programs with a drop-in resource for quick questions and first steps regarding career, experiential learning, academic advising, study away, or general campus resources. Professional staff in ACE provide management, but services are provided primarily by a team of 6-8 graduate assistants and 12-15 peer coaches/assistants.

- To support the OGP technology, a graduation plan analyst position was added in the Office of the Registrar.

Experiential Learning Award fund

- Approximately \$200,000 each academic year has been allocated to support direct funding to students to alleviate financial barriers to participating in co-curricular experiential learning or to faculty or staff to develop new or expanded interdisciplinary experiential learning.

Indirect Human Resources

As reviewed in Section 6, a variety of stakeholders across the university were critical in the success of this QI. The most significant investment of their time and expertise was during the pilot and phased implementation, however their involvement will be ongoing as we move from implementation to processes to annually review and improve.

Financial Resources

Total CELF funding for Athens: \$2,690,678

Base funding Athens (college and central): \$3,427,804

Total resources aligned to initiative in Athens: \$6,118,482

Total resources aligned to initiative for RHE: \$826,312

Total University resources aligned to initiative: \$6,944,794

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

We remain committed to the OGP and re-imagined student experience. Implementation required a highly responsive approach to adjusting our plans, practices, tools, and structure to bring a concept into practice at full scale. The Center for Advising, Career and Experiential Learning has begun to create and document processes, timelines, and expectations associated with the OGP that can be reviewed, evaluated, and modified at planned annual intervals with stakeholder feedback. As these processes are revised, we will communicate key changes to constituent groups (e.g. success advisors or department chairs) to achieve greater clarity and consistency with processes and procedures that support the OGP.

Additional analysis, as described in Question 4, will be used to determine and prioritize necessary adjustments to the key elements of the OGP to support student success. However, ACE will also work with academic colleges to set priorities and goals for making progress in our effectiveness in supporting them with the implementation of the OGP. This includes advisor focus groups regarding professional development, discussion with assistant deans to prioritize additional institutional policies or practices to be aligned with the OGP, and meeting with deans to develop a common report and data that can be provided for each academic college to understand student engagement and outcomes. We will also continue to collect advisor suggestions or requests for improvements to the OGP technology and regularly review and prioritize requests with the office of the registrar.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

The Experience OHIO Database

This database was developed to centralize a way for students to search for engaging, co-curricular experiential learning opportunities. The database functionality aligns the searchability with the way in which students are being encouraged to think of and integrate opportunities as part of the OGP. The creation of the database was the result of many collaborative conversations to develop and share the experiential learning framework and working with stakeholders to align their opportunities to the framework to robustly populate the database.

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OHIO Graduation Plan Technology

One notable accomplishment was the in-house development of technology to support both the student and advisor experience of developing, following, and monitoring a student's OGP. The OGP implementation team would be happy to discuss the challenges and opportunities that led to a successful outcome.